

# Initial Preparation for LEA School Improvement Grant Applications



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**FRIDAY, MARCH 26, 2010**

# Presenters

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# Purpose of Webinar

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- Background information necessary to submit application
- School Eligibility
- SIG Intervention Models
- Application Timeline
- Funding Priorities for SIG funds
- Introduction of key elements of SIG Grant application
- Resources

# Tennessee's TWO Simultaneous Accountability Models

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AYP/High Priority – Current NCLB Accountability  
Model (State)

AND

TIER Status- New Persistently Lowest-Achieving  
Schools Accountability Model (Federal)

*Schools can have two labels, AYP and Tier Status.*

# How Do the Two Accountability Systems Differ?

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## AYP/High Priority

A school must fail to make AYP for two consecutive years before becoming a high priority school identified for improvement.

AYP/High Priority status is based upon the proficiency of a limited number of all students or a student subgroup.

AYP calculations exclude students in the all group such as multiple test takers, students not continuously enrolled, etc.

## Tier Status/Persistently Lowest Achieving

Persistently lowest achieving is based upon **ALL** student scores at the school with no exclusions.

# WHICH SCHOOLS ARE ELIGIBLE TO RECEIVE SIG FUNDS?

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## ***Persistently Lowest-Achieving Schools:***

### **Tier I schools**

Any Title I school in improvement, corrective action, or restructuring that—

- Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in the State or the five lowest-achieving such schools (whichever number of schools is greater); or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is below 60 percent over a number of years.

### **Tier II schools**

Any secondary school that is eligible for, but does not receive, Title I, Part A funds that—

- Is among the lowest-achieving five percent of secondary schools or the five lowest-achieving secondary schools in the State that are eligible for, but do not receive, Title I funds; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is below 60 percent over a number of years;

### ***Other Schools***

### **Tier III Schools**

- Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

# Tennessee Pyramid of Intervention

**Excellence**

**FOCUS SCHOOLS**

Focus Schools will receive a lower-intensity intervention model using Exemplary Educators and STATS to identify needs and implement aggressive change to correct weaknesses.

Focus Schools are those classified as in School Improvement 1 and School Improvement 2 status in the Tennessee Accountability Continuum.

**RENEWAL SCHOOLS**

The LEA will be required to choose a proven model for capacity-building and transformational change. These schools will remain with the LEA, which will work in partnership with the TN DOE to provide autonomy and support to the providers of the chosen model.

Renewal Schools must have advanced to Corrective Action or Restructuring 1 status in the Tennessee Accountability Continuum.

**ACHIEVEMENT SCHOOL DISTRICT**

Achievement School District schools will be academically and administratively removed from their current LEA and reconstituted with the maximum level of intervention and support from the Achievement District Collaborative. The schools will maintain an informal relationship with the LEA as the TN DOE works with the LEA to build reform and support capacity at the local level.

The Tennessee Commissioner of Education has the authority to place persistently failing schools (those defined as in Restructuring 2 or beyond in the Tennessee Accountability Continuum and NCLB) and persistently lowest-achieving schools (those defined as Tier 1 schools in the federal regulations) under the control of the ASD.

**Learning Lab**

All schools in Tennessee will receive state support to put them on a trajectory toward excellence. Supports include: Common Core Standards and balance assessment systems, access to the enhanced longitudinal data system via the data dashboard, training on using data for instructional decision making, STEM initiative opportunities, changes in teacher and principal preparation and individualized support for improvement, the multiple measure teacher and principal evaluation system for coaching and decision making, and ongoing research and evaluation of what's working in Tennessee.

# FOUR SIG SCHOOL INTERVENTION MODELS—TIER I AND TIER II SCHOOLS

Turnaround

Restart

Closure

Transformation



# TURNAROUND Model Overview

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## Teachers and Leaders

- **Replace principal**
- Use locally adopted “turnaround” competencies to review and select staff for school (**rehire no more than 50% of existing staff**)
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
  - Staff and students
- Social-emotional and community-oriented services and supports

## Governance

- New governance structure
- Grant operating flexibility to school leader

# Harvard School of Excellence Model

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YouTube - Harvard School of Excellence—A Turnaround Model in Chicago.url

# RESTART Model Overview

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Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

# Johnson School of Excellence

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YouTube - Johnson School of Excellence A Turnaround Story.url

# SCHOOL CLOSURE Model Overview

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School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module-  
- Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

# TRANSFORMATION Model Overview



## Teachers and Leaders

- Replace principal
- **Implement new evaluation system**
- Developed with staff
- Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

## Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

# New/Updated Tools for Your School Improvement Toolbox

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***Handbook on Effective Implementation of School Improvement Grants***-Center on Innovation and Improvement-- <http://www.centerii.org/handbook/>

US ED School Improvement Fund Page— Videos Illustrating Turnaround Options, Laws, Guidance, Final Regulations, etc.-- <http://www2.ed.gov/programs/sif/index.html>

Both of these websites are accessible via the TDOE Federal Programs: Title I, Part A-School Improvement Funds webpage--  
<http://www.state.tn.us/education/fedprog/fpschlimprove.shtml> .

# LEA Role

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An LEA is required to:

- Serve each of its Tier I schools, unless the LEA demonstrates that it lacks sufficient capacity or sufficient funds.
- Implement one of the four models in each Tier I and Tier II school the LEA has the capacity to serve.
  - An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.



# LEA Role continued

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- Provide adequate resources to each Tier I and Tier II school it commits to serve in order to implement fully one of the four school intervention models.
  - An LEA's proposed budget must cover the full period of availability of SIG funds, which may be three years if the SEA or LEA has applied for and received a waiver to extend the period of availability .
  - The budget for each Tier I and Tier II school the LEA commits to serve must be of sufficient size and scope to support full and effective implementation of the selected intervention.
  - The LEA may request funding for LEA-level activities that will support the implementation of a school intervention model in Tier I and Tier II schools.
- Establish three-year student achievement goals in reading/language arts and mathematics and hold each Tier I, II and III school accountable annually for meeting, or being on track to meet, those goals.

# Timeline for New SIG (Tentative, Adjusted)

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## Event

- Informational Webinar for state staff and LEAs
- Preparatory Webinars for state staff and LEAs
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- State Department of Education (SDE) issues Request for Information (RFI) for Providers for School Support Services for Tier III Schools in corrective action or restructuring 1
- Posting of draft app. to SDE/Federal Program website
- Technical assistance meetings held by region
- Applications due to the SDE
- Grants reviewed and evaluated
- Grant award notification letters sent to LEAs
- Grant awards posted to state website
- Implementation Year I School Year

## Dates

November 2009  
February 8,12,16,  
**March 17, 2010, etc.**

March 2010  
**March 16, 2010**  
**April 26-30, 2010**  
**June 2, 2010**  
**June 7-18, 2010**  
**June 21-July 1, 2010**  
July 1, 2010  
2010-11

# Funding Priorities for SIG Funds/ Anticipation of Funding

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- 1. Tier I and Tier II schools**
- 2. Tier III schools that are eligible for the Achievement School District (ASD)**
- 3. Tier III schools that are renewal schools (schools in corrective action or restructuring I status)**
- 4. Tier III high schools currently implementing High School ReDesign**
- 5. Tier III high schools not currently implementing High School ReDesign**
- 6. Tier III middle schools**
- 7. Tier III elementary schools**

# Draft of LEA Application within SEA application's that was submitted to USDE, p.14

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[http://www.state.tn.us/education/fedprog/doc/School\\_Imp\\_Grant\\_App.pdf](http://www.state.tn.us/education/fedprog/doc/School_Imp_Grant_App.pdf)

# LEA Application Draft– Summary of Contents

- I. General Information
- II. SIG Schools
- III. LEA Annual Student Achievement Goals (TCSPP)
- IV. LEA Descriptive Information—includes timeline w/quarterly milestones; consultation with stakeholders; internal evaluation.
- V. LEA Capacity—includes general capacity of LEA, LEA SIG Leadership Team; School-level leadership; external providers; professional development.
- VI. Budget—3 year with detailed budget justifications for school and district

# LEA Application– Summary of Contents

## VII. School Level Descriptive Information—Section that must be completed for each school.

- School Needs—student achievement data; school achievement and goals for other indicators (TSIP); professional development.
- Tier I and II schools-- rationale for selection of intervention model/questions.
- Renewal schools—intervention and rationale for selection.
- Tier III Focus schools—intervention activities.
- Tier I, II, III schools—implementation plan with quarterly milestone goals for each year and 3 year timeline.

# Questions

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